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ABSTRACT

The Adams State College Teacher Education Center at Los Alamos was established cooperatively by the College and the Los Alamos Public Schools. The center provides students in the elementary education program, over a span of two consecutive college quarters, the opportunity to complete the equivalent of 30-36 quarter hours of work in professional education. This work substitutes for the basic methods and general education courses required on campus and increases the time alloted to student teaching. Student teaching assignments are made to schools in which team teaching, ungradedness, and media centers are generally used. Public school teachers in a team approach with college personnel have determined the types of activities in which students will participate and the procedure for evaluation of the results. Instruction in the program is provided by a team of public school teachers chosen for their recognition as master teachers and interest and preparation in specific subject areas. Initial implementation of the new program occurred with a pilot group of nine students during January to June, 1970. Revisions based on evaluation of the pilot experiences are being implemented in the 1970-1971 school year. (The program description includes a schedule, a list of behavioral objectives and concepts for student teachers, and results of the pilot evaluation.) (RT)

ADAMS STATE COLLEGE COOPERATIVE
TEACHER EDUCATION PROGRAM

Adams State College
Alamosa, Colorado

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Part I Summary of the Program

The Adams State College/Los Alamos Public Schools Cooperative Teacher Education Program emerged as a result of the mutual concerns of both institutions for:

1) the kinds of experiences related to innovation in public schools but not provided in most college teacher education programs;
2) the ways public school personnel could have a general equity in the education of teachers, and
3) means of making education courses more relevant to the real world of instruction.

The total planning took place over a two year period and resulted in the establishment of the Adams State College Teacher Education Center at Los Alamos with a full time coordinator employed by Adams State College and stationed in Los Alamos.

The center provides students in the elementary education program, over a span of two consecutive college quarters, the opportunity to complete the equivalency of from 30-36 quarter hours of work in professional education. This work substitutes for the basic methods and general education courses required on campus, and increases student teaching. It is presented in an activity, laboratory setting. Public school teachers in a team approach with college personnel have determined the types of activities in which students will participate and the procedure for evaluation of the results. Instruction in the program is provided by a team of public school teachers chosen for their recognition as master teachers and interest and preparation in specific subject areas.

Initial implementation of the plans for the new program occurred with a pilot group of nine students January to June 1970. Revisions based on the pilot experiences are being implemented in the 1970-1971 school year.

SP004971

Part II Explanation and Analysis of Program and Development of the Program

Description and Objectives

The Adams State College/Los Alamos Public School Cooperative Program of Teacher Education through learning experiences coordinated with teaching is a project utilizing both college and public school resources to provide persons pursuing degrees in elementary education with a realistic blending of methods instruction, student teaching practice and experience in innovative instructional program.

The objectives of the program are:

The student will:

1) recognize the value of theoretical aspects of teaching, e.g. methods instruction, learning theory, and child growth and development, through observation and application experiences in public school classrooms concurrent with methods course instruction;
2) develop skill in applying instructional theory to classroom practice through single-subject student teaching immediately following each methods area in the program sequence;
3) acquire a broad repertoire of effective teaching strategies through on-the-job exposure to a variety of effective classroom teachers;
4) exhibit professional confidence gained through increased interaction with pupils over an extended period of time;
5) demonstrate competency in such recent developments as individualizing instruction, team teaching, ungradedness, and utilization of media centers through experiencing these concepts in their own preparation and student teaching;
6) make the transition from student-centered viewpoints to professional attitudes and understandings by living off campus and being actively involved in the teacher community.

The school district will:

7) upgrade staff competencies through interaction with student teachers, college staff and up-to-date literature in the field;

8) obtain increasingly effective instructional assistance from public school personnel in the teacher education program by providing inservice education courses and workshops in the public school community.

The program extends over a period of twenty weeks (two college quarters) and consists of activities and content from seven basic courses and several auxiliary courses which are structured and inter-related to achieve maximum contribution to the attainment of the objectives.

Student teaching assignments are made to schools in which team teaching and ungradedness are practiced as well as to some self-contained classrooms. Each school has a well equipped media center, which contributes to the student teachers' experiences with the media center concept.

The methods activities are offered sequentially over a sixteen week period. (See Appendix A) Student teaching and observation run concurrently with this sequence as do the auxiliary course activities. At any given time a typical student may be actively involved in learning experiences for two or three courses plus student teaching. As one methods area is completed it is climaxed with a week of student teaching of that subject in the home base classrooms under the supervision of the cooperating teachers and college coordinator with direct applications of methods learnings as the focal emphasis.

In lieu of the usual methods course textbooks, each student purchases teachers guides which will be of maximum usefulness to him in his student teaching situation. Specific concept related reading assignments are made from books, publications and curriculum guides.

Approaches to instruction include large group introductions to a concept, small group instruction in specific aspects of the concept, video-taped demonstrations shared by the entire group, demonstrations in classroom situations designed for specific needs of small groups, independent pursuit of programmed learning experiences, seminars, and practice lessons by individuals which may be video-taped for self critique opportunities.

The methods areas are taught by a team of five elementary school teachers

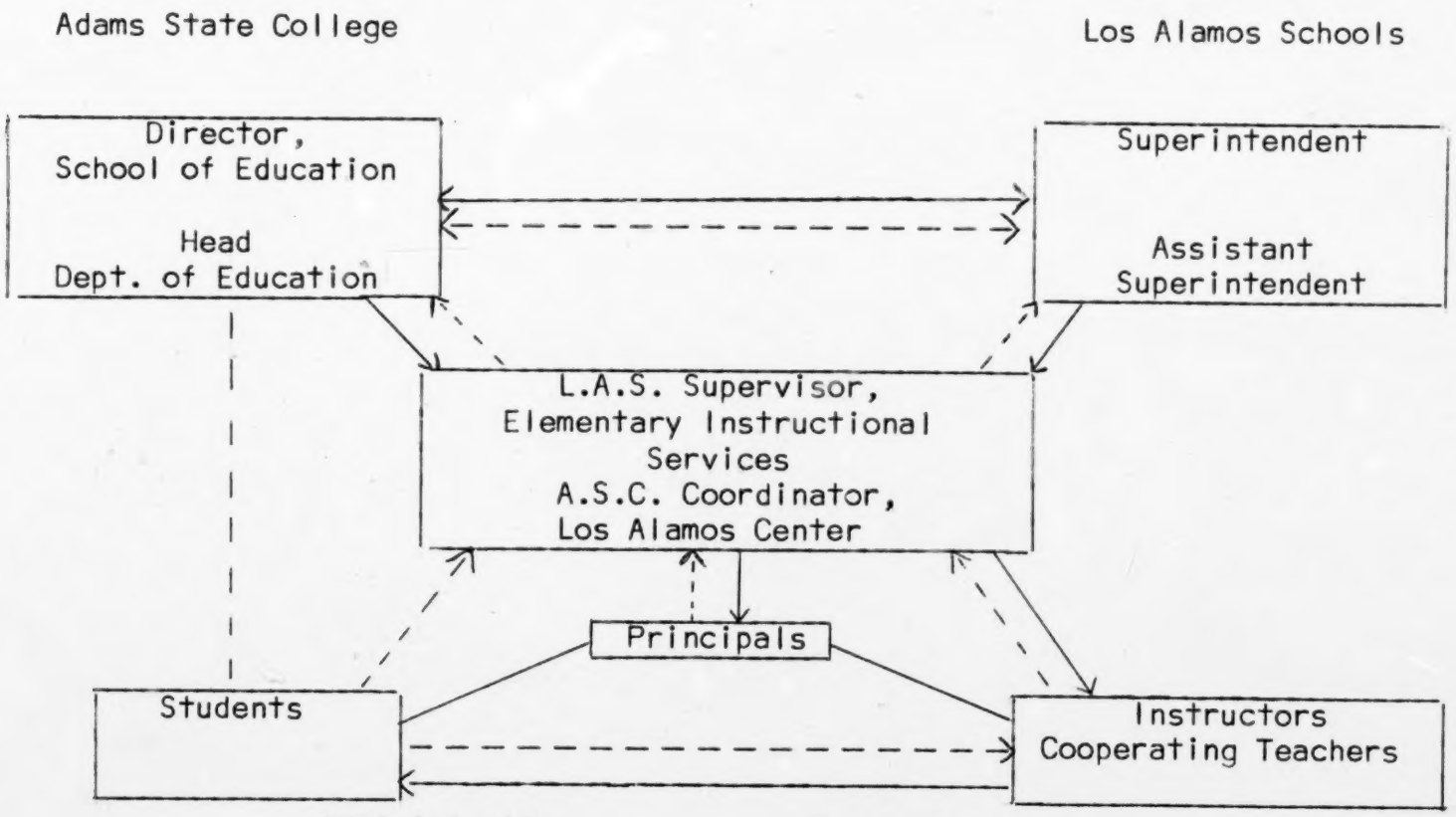
selected for their expertise in specific course areas as well as for their general effectiveness and ability to communicate in the role of a teacher of adults. Each team member assumes the team leadership for one of the areas in the methods sequence. Group instructional sessions are held after school or evenings. The frequency and length of each session is determined by the need as perceived by the team rather than by the usual college regulation concerning a given number of hours in class per college credit hour. The program is task oriented, and structural details are flexible to facilitate goal achievement.

At the beginning of each sequence, all participants are given a written statement of the bases for evaluation of student performance as it relates to that area. All team members participate in the evaluation of student behaviors using agreed-upon criteria.

Central to the entire program is the objective of producing knowledgeable and competent beginning teachers who are able to function well in the decision-making, instructional, and human relationships aspects of the teaching profession. The need to define the behaviors which may be regarded as evidences of these knowledges and competencies led to the development of an outline of objective behaviors in a program for developing general teaching competencies in student teachers. (See Appendix B) Objective behaviors are indicated in the areas of planning, use of teaching strategies, interpersonal regard, evaluation, physical climate, communication skills, and record keeping. All experiences related to courses, seminars, and teaching are designed to contribute toward the fulfillment of this model. In addition to its influencing every aspect of the learning sequence, specific programmed packages are being developed for individual re-teach experiences in each area. (See Appendix C).

The following chart presents the involvement of college and public school personnel. Six college professors and over twenty public school teachers and administrators have direct and indepth involvement in the program.

PERSONNEL AND RESPONSIBILITIES IN THE COOPERATIVE TEACHER EDUCATION PROGRAM



Evaluation

During the pilot experience, January to June 1970, two program evaluations were made. After the first six weeks an unstructured questionnaire was distributed to all participants: students, instructors, cooperating teachers, and principals. There were three areas of inquiry:

1. As you perceive the program now, what are its major strengths?
2. What problems have you encountered during the operation of the program to date? What solutions have you found? Which problems remain unsolved?
3. What suggestions do you have to offer for consideration in revision and further development of the program? A summary of the responses will be found in Appendix D.

In May 1970, two evaluation instruments of a more structured type were distributed, again to all participants as in February. One sought reactions to the general program, the other to specific courses. Both instruments were developed by a committee of three students and three instructors. A summary report was given to administrators of the cooperating institutions and program participants in Los Alamos. These forms and a summary of responses will be found in Appendix E. Program revisions have been made on the basis of these returns.

Contributions of the Program to Improved Education of Teachers

The Adams State College/Los Alamos Public Schools Cooperative Teacher Education program contributes to the improvement of teacher education as follows:

1. new developments in education are incorporated into the student teachers experiences including:
   team teaching
   ungradedness
   individualized instruction
   media centers

These newer concepts are experienced by the student teachers in their own preparation sequence and are applied in their student teaching;

2. the relationship of theory to practice is established through simultaneous methods instruction and student teaching in the public school setting;
3. the expertise of master teachers in elementary classrooms is utilized extensively in teacher education;
4. inservice training of teachers through their participation in the program upgrades the quality of instruction throughout the participating public school district.

Budget

College:	
One full time staff	$9,000
Part time staff	2,500
Secretarial	500
Los Alamos cooperating teachers and instructional staff	3,500
Los Alamos:	
Office space and utilities for college staff	$1,700
Equipment and supplies needed for instruction	250
Personnel for administration, supervision and coordination	1,500
Personnel for classroom instruction	500

APPENDIX A

SCHEDULE FOR COOPERATIVE
TEACHER EDUCATION PROGRAM
1971

TENTATIVE SCHEDULE FOR ASC PROGRAM 1971

January 5-8 will be orientation and observation in home rooms; especially observations in math.

WEEK	METHODS COURSE	STUDENT TCHG.	SEMINAR IN OBS.	ED MEDIA	ED MEAS.
1 & 2 1/11-22	Ed 333 Math readings demonstrations discussions	3 or 4 trial lessons in math	1 hr. per day: general teaching competencies, planning, etc.	20 hrs. lecture	Average up to
3 1/25-29	Math Daily seminar	Teach math; observe lang.	3 hrs. per week: Interactions and behavior managmt	and	3 hrs. weekly
4 & 5 2/1-12	Language Arts Ed 310 readings demonstrations discussions	3 or 4 trial lessons in lang.		20 hrs.	
6 2/16-19	Language Arts Daily seminar	Teach language observe reading	2 hrs. per week: Teaching strategies	lab.	
7 & 8 2/22- 3/5	Reading Ed 308 readings demonstrations discussions	3 or 4 trial lessons in reading		flexible	
9 3/8-12	Reading Daily seminar	Teach 1 rdg. group		sched.	
10 3/15-19	How to write a unit	Teach all reading groups	1 hr. per week; structured and unstructured sessions		
11 3/22-26	Science Ed 337				
3/29-4/2	SPRING VACATION				
12 4/5-9	Science cont. readings, demos. prepare a unit	Teach a 3 week science unit	1 hr. per wk.		
13 4/12-16	Science Daily seminars				
14 & 15 4/19-30	Social Studies Ed 339 readings, demos. prepare a unit	Teach a 4 week social studies unit			
16 5/3-7	Social Studies Daily seminars				
17 & 18 5/10-2]	TEACH FULL TIME				
19 & 20 5/24-6/4	Culminating course seminars Program eval.	Taper off teaching			

- - - - indicates continuation with slight change
_____ indicates a major change of topic

APPENDIX B

OBJECTIVE BEHAVIORS IN A
PROGRAM FOR DEVELOPING GENERAL
TEACHING COMPETENCIES IN
STUDENT TEACHERS

OBJECTIVE BEHAVIORS
IN A PROGRAM FOR DEVELOPING GENERAL TEACHING COMPETENCIES IN
STUDENT TEACHERS

Adams State College - Los Alamos Student Teaching Center

I. GENERAL TEACHING COMPETENCIES

A. Planning

1. Assessing Entry Behaviors

The student teacher will assess the entry behaviors of the pupils for any given lesson in terms of pretest scores and/or description of:

a. pre-requisite skills in content-related learning;
b. physical maturity and skill development;
c. social-emotional maturity and skill development;
d. pupil's experience background related to the lesson.

2. Selecting Instructional Objectives

Objectives selected for any given lesson will meet the following criteria:

a. defensible as being worthwhile;
b. appropriate to the developmental level of the pupils;
c. consistent with the best that is known of learning theory;
d. selected from the cognitive, affective and psychomotor domains.

3. Stating Instructional Objectives

Each objective for any given lesson will be so stated that:

a. the end product to be evaluated will be expressed in terms of specific observable student behaviors or products of those behaviors;
b. the situation in which the specific observable student behavior will occur is clearly indicated;
c. the level of student performance which will be acceptable is clearly indicated.

4. Selection of Materials

During the course of student teaching, the lesson plans will reveal the use of at least ten of the instructional materials listed in B-7.

5. Selection of Procedures

Procedures will be selected which:

a. are related to each objective;
b. account for both teacher and pupil participation;
c. indicate the main teaching strategy(ies) to be employed;
d. include any assignment to be given.

6. Planning for Evaluation

Specific plans will be made to evaluate the extent to which the instructional objectives have been met and these plans shall:

a. indicate the means of evaluating pupil behaviors;
b. state the bases for grading.

c. provide for the recording of feedback information;
d. include self evaluation of the student teacher's performance.

7. Format of Lesson Plan

The lesson plan used early in the student teaching experience will consist of the following parts as described:

a. objectives as specified in 2 and 3 above;
b. list of materials and equipment needed for the lesson;
c. procedures listed sequentially and meeting criteria in 5 above;
d. evaluation plans as specified in 6 above.

Written lesson plans during full time teaching may be brief with clue words or phrases replacing sentences. The student teacher will, upon request, supply orally or in writing all or any part of the lesson plan in the longer form.

8. Application of Feedback in Planning

Lesson plans will reveal the use of evaluative feedback from previous lessons through:

a. adjustment of objectives or procedures for the entire class where warranted;
b. provision for re-teaching individuals who failed to achieve the desired objective(s).

9. Flexibility

The student teacher will consider alternatives which will enable him/her to adapt lesson plans to meet unforeseen factors in:

a. pupil readiness;
b. pupil needs;
c. schedule changes.

10. Provision for Individual Differences

Planning shall include specific provisions for individual differences including:

a. rates of learning and task completion;
b. levels of concept attainment;
c. length of attention span;
d. bases of effective motivation;
e. special interests.

B. Use of Teaching Strategies

1. Establishing Set

The student teacher will use a variety of appropriate techniques to:

a. gain the attention of every pupil before beginning the lesson or activity;
b. maintain or regain the attention of every pupil throughout the lesson;
c. relate new task to previous learning early in the lesson;
d. guide students to a clear statement of their objectives for the activity (Percieved purpose);
e. set the pace appropriate for achieving the objective;
f. involve pupils in decision-making.

2. Selecting Cognitive Strategies

The student teacher will defend his selection of the following teaching strategies in terms of effectiveness toward goal achievement:

a. discovery method;
b. inductive techniques;
c. deductive techniques;
d. problem solving method;
e. inquiry method.

3. Developing Skills

Strategy for skill development will include these steps:

a. motivation;
b. demonstration of the skill;
c. secure understanding through discussion;
d. provide practice leading to mastery;
e. provide occasion for meaningful use.

4. Discussions

Use will be made of:

a. free discussion;
b. semi-controlled discussion;
c. controlled discussion;
d. teacher-led discussion;
e. pupil-led discussion;
f. pupil-pupil interaction in discussion.

5. Questioning and Responding

The student teacher's questioning and responses to pupil responses will be applied selectively for goal achievement and will include the following:

a. questions which will:
   i. elicit recall,
   ii. require higher level thinking,
   iii. elicit value statements,
   iv. provide focus for discussion,
   v. re-focus discussion,
   vi. remain open-ended;
b. teacher responses which will:
   i. avoid becoming merely habitual,
   ii. avoid repetition of pupil-responses,
   iii. restate to clarify a pupil response,
   iv. indicate non-judgmental acceptance of pupil response,
   v. provide appropriate praise or encouragement,
   vi. lead pupil to self-correction of errors,
   vii. stiumlate pupil initiated questions and contributions.

6. Reinforcement

Reinforcement in a variety of forms will be used to:

a. establish entry behaviors;
b. provide practice for mastery;
c. improve retention.

7. Use of Audio-Visual Materials

The student teacher will use each of the following as it may contribute to the achievement of objectives:

a. chalkboard;
b. bulletin boards;
c. flannelboard;

d. pictures and photographs;
e. charts and posters;
f. models;
g. realia;
h. projected images;
   i. filmstrips,
   ii. slides,
   iii. overhead projector,
   iv. opaque projector,
   v. 8mm loop films,
   vi. 16mm films;
i. spirit duplicator;
j. thermofax;
k. record player;
l. tape recorder.

8. Providing for Individual Needs of Pupils
   Provisions for individual differences will include the following:
   a. advantageous seating for handicapped pupil;
   b. differentiated assignments
      i. different material,
      ii. different form of contribution,
      iii. different quantity required;
   c. individual and small group instruction and study;
   d. remedial and enrichment materials available;
   e. questions designed for the different individual.

9. Achieving Closure
   The student teacher will show increasing skill in:
   a. determining when to close a lesson;
   b. providing for some form of summarization;
   c. providing for the statement of implications of this lesson for future use or learning;
   d. providing a sense of progress while leaving the topic open-ended.

10. Transition Techniques
   When changing from one activity to another the student teacher will:
   a. plan and provide adequate time for closure;
   b. establish a definite time limit for putting away materials;
   c. gain the full attentnion of every pupil before beginning the new activity;
   d. give clear and adequate instructions for the new activity before permitting pupils to start.

11. Routines
   The student teacher will:
   a. establish efficient means of dealing with routines;
   b. vary routines occasionally;
   c. develop student responsibility for routines;
   d. adapt gracefully to unpreventable disruptions.

C. <u>Interpersonal Regard</u>

1. Respect
   The student teacher will promote mutual respect among pupils and adults by:
   a. avoidance of the use of sarcasm or any behavior which tends to belittle any student or adult;

b. setting a personal example of courtesy to persons and respect for regulations;
c. being consistent in enforcement of necessary regulations;
d. taking time to listen to pupils and expecting them to listen when someone is talking;
e. resolving disagreements on the bases of evidence and principles involved rather than on personal biases or moods;
f. acknowledging own and pupil errors without embarrassment, regarding them as stepping-stones to greater learning.

2. Social-Emotional Climate

The student teacher will establish and maintain a wholesome social-emotional classroom climate by:

a. finding occasions to show a personal informal interest in each child and his interests;
b. discouraging tattling;
c. showing no favoritism;
d. rejecting no one - distinguishing between the pupil and his unacceptable behavior;
e. maintaining realistic expectations of pupil performance and behaviors;
f. refusing to become involved in a power struggle with any pupil.

3. Control of Behavior

The student teacher will use a variety of appropriate means of promoting cooperative behavior conducive to the achievement of instructional objectives by:

a. indirect controls
   i. adequately planned activities,
   ii. business-like manner,
   iii. energetic, enthusiastic teaching,
   iv. direct involvement of pupils in approved activity,
   v. controlled environmental factors,
   vi. reinforcement of desirable behaviors;
b. direct controls
   i. frequent eye contact with every pupil,
   ii. frequent physical presence near potential trouble spots,
   iii. stop the little things,
   iv. speak with no-nonsense firmness (this is not synonymous with loudness, anger or panic),
   v. adapt extent of permissiveness to extent of self control evidenced by pupils,
   vi. stop everything until control is regained, if lost, no matter how often nor how much time it takes.

D. Evaluation

1. Formal Evaluation

The student teacher will employ formal evaluation instruments such as:

a. a rating scale for performance tests;
b. standardized and/or teacher-made paper and pencil tests of cognitive knowledge and skills;
c. problem situation tests for application of knowledge;
d. standardized attitude inventories.

2. Informal Evaluation

A variety of informal evaluation techniques will be continuously applied to assess progress toward objective behaviors and will include:

a. observation of quantity and quality of individual participation in learning activities;
b. assessment of pupil contributions to discussions;
c. assessment of pupil responses to questions;
d. scoring of practice exercises completed by pupils;
e. behavior changes noted;
f. pupil statements of self-evaluation.

3. Grading Pupils

The student teacher will:

a. select and/or prepare items for evaluation which are related to the instructional objectives;
b. assign grades based on degree of attainment of specified criteria;
c. keep a record of all grades used in determining pupil promotion and reports to parents.

E. Physical Climate

1. Health and Safety Factors

The student teacher will promote the physical health and safety of pupils by:

a. controlling room temperature;
b. regulating clothing worn at recess;
c. controlling movements of pupils in the building and on the playground;
d. isolating any child with symptoms of contagious disease;
e. remaining at home when ill himself/herself.

2. Comfort Factors

The student teacher will enhance the operation of the learning drive by reducing the interference of physical needs in the following ways:

a. seating students in the right sized furniture;
b. arranging furniture and lighting to provide adequate light without shadows or reflections;
c. requiring the removal of outdoor clothing while indoors;
d. alternating quiet and active activities;
e. providing for thirst and toilet needs at intervals.

F. Communication Skills

1. Voice

The student teacher's voice will be:

a. controlled;
b. well modulated;
c. varied appropriately for varying communication purposes;
d. free from distracting qualities such as:
   i. shrillness,
   ii. raspiness.

2. Speech

The student teacher's speech will provide a good model of standard English for the pupils' speech development in:

a. correctness of grammar and pronunciation;
b. freedom from extremes of dialect differences;
d. effective expression of ideas.

3. Writing

All writing in the classroom which will be seen by pupils will be:

a. a good model of legibility;
b. correct in form and spelling;
c. grammatically correct.

4. Mannerisms

The student teacher shall free himself from distracting mannerisms including:

a. and-uhs, o.k., etc.;
b. slang expressions and minced oaths;
c. habitual non-purposeful gestures;
d. non-functional sound producing habits (tapping).

G. Record Keeping

1. School Records

The student teacher will meet all school requirements in record keeping such as:

a. attendance;
b. monies collected;
c. accident reports;
d. pupil grades.

APPENDIX C

IMPLEMENTATION OF OBJECTIVE BEHAVIORS THROUGH PROGRAMMED LEARNING EXPERIENCES

MAIN IDEAS AROUND WHICH TO STRUCTURE EXPERIENCES
FOR DEVELOPING GENERAL TEACHING COMPETENCIES

I.A. 1. Teaching effectiveness is highly dependent upon the "fit" of the lesson to the background and needs of the pupil.

2. Certain factors must be considered in the selection of instructional objectives.

3. Certain factors contribute to the most useful way of stating instructional objectives.

4. Effective teaching is promoted through the use of a wide variety of appropriate materials.

5. The selection of procedures for instruction must be governed by certain criteria.

6. Evaluation must be planned specifically for several purposes.

7. a. There is a preferred format for the writing of lesson plans in the early weeks of student teaching.

   b. Certain changes in lesson plan format are desirable over time.

8. Evaluation feedback shall influence planning.

9. Anticipation of possible alternatives provides flexibility in planning.

10. Planning shall include provision for a variety of types of individual differences.

I.B. 1. There are identifiable ways to prepare a group for maximum learning in any given learning situation.

2. There is a direct relationship between the selection of cognitive teaching strategies and achievement of objectives.

3. Effective skill development requires an identifiable instructional sequence.

4. There are different forms of discussion appropriate to different instructional objectives.

I.B. 5. The manner in which the teacher phrases questions and the manner in which he/she responds to pupil contributions directly affect the kind of cognitive and affective learnings which take place.

6. Reinforcement of learning must occur in a variety of forms for a variety of purposes.

7. Audio-visual materials can contribute significantly to the achievement of instructional objectives.

8. There are certain identifiable means of providing for individual differences which promote effective learning.

9. Knowing when and how to bring a lesson or an activity to a close is a skill which promotes the achievement of objectives.

10. Effective teaching includes efficient and effective transition from one activity to another.

11. Routines may become learning experiences in themselves when handled efficiently.

I.C. 1. Mutual respect is an essential ingredient in satisfactory interpersonal relationships.

2. A healthful social-emotional climate in the classroom promotes achievement of a broad range of objectives.

3. There are both indirect and direct means of controlling pupil behavior that lend themselves also to creating a healthful learning climate.

I.D. 1. Formal evaluation instruments are useful for certain purposes.

2. Informal evaluation instruments and/or methods are useful for certain purposes.

3. There are certain factors which provide guidelines for grading pupil progress and achievement.

I.E. 1. The teacher is responsible for health and safety factors and observances in the school environment.

2. The teacher can promote learning by giving attention to the comfort of pupils.

I.F. 1. Cultivation of effective use of the voice will contribute to pupil learning.

2. The teacher is expected to be a good model of standard English speech.

3. Any written materials prepared by the teacher for pupils to see shall be models of high quality.

4. Effectiveness in teaching will be enhanced by the teacher's freedom from any form of distracting mannerism.

I.G. 1. Record keeping is a functional part of the teaching-evaluating process and compliance with laws governing school operation.

EXAMPLE OF DEVELOPMENT OF MAIN IDEA

I.A. 1. Teaching effectiveness is highly dependent upon the "fit" of the lesson to the badkground and needs of the pupil.

1.1 Experiences:

Readings:

Topics	Sources
a. Pre-requisite skills in a content area	Curriculum and skills outlines
b. Physical maturity and skill development	Child Development Section of methods texts
c. Social-emotional maturity and skill development	Psychology and child development texts
d. Pupil's experience background related to the lesson	Sociology texts, and especially books about the underprivileged learner's problems such as: Zintz, Educ. Across Cultures

1.2 Observations:

a. During an instructional sequence, focus attention on the kinds of questions pupils ask and the kinds of errors they make, drawing from this observation any indications of confusion or failure contributed to by too large a gap between pupil readi-

ness and teacher expectation in cognitive, physical, social-emotional, or experience factors.

b. Observe the teacher giving a pre-test or an initial assessment inventory of some kind. Note the range of achievement levels found upon interpretation of the assessment results.

c. Observe one or two children who seem to be always unable to achieve satisfactorily. Make note of behaviors you think might result from their own failure feelings.

I.3 Written Assignments:

a. Add to your notebook pertinent notes from your readings (with sources identified in correct bibliographical form).

I.3 b. Prepare a pre-test for a given unit or lesson sequence you plan to be teaching later on.

c. Write a summary of your observations and your reactions to them.

I.4 Simulated Experiences:

a. Familiarize yourself with several diagnostic instruments and apply them to individual children. Discuss outcomes with advisor or supervisor.

b. Video-tape yourself using a diagnostic instrument and view with advisor or supervisor for adequate test administering behavior.

I.5 Implementations:

a. Administer diagnostic tests or inventories to the children in the class you will be teaching later. Plan how to use the information gained in your own teaching when the time comes.

APPENDIX D

FEBRUARY EVALUATION OF PILOT PROGRAM
1970

INITIAL EVALUATION OF THE 20-WEEK PROGRAM
FOR STUDENT TEACHERS AT LOS ALAMOS

Copies of the attached evaluation form were distributed to the following groups of people who were associated with the program:

student teachers
instructors
building administrators
cooperating teachers (not also instructors)

Responses were received by March 1st from:

7 of the 9 students
6 of the 10 instructors
3 of 5 principals
3 of 6 cooperating teachers

The evaluation instrument was made to be very open-ended in order to avoid suggesting either strengths or problems. Responses tabulated in the attached response summary were, therefore, initiated by the respondents. Had they been offered in checklist form it is highly probable that some items mentioned only once or twice would have been confirmed by others, especially problems of students with the budgeting of their time and the desire to have more classroom involvement earlier.

The most extensive responses came from those most directly involved, and the variety of problems and suggestions was great. Students tended to include complaints of a personal nature such as a personality conflict with one instructor, the failure of a fellow student teacher to carry his share in a group assignment, or the belief that one of the required courses should not be included in this individual's program.

There were statements of appreciation interspersed among the problems and suggestions. One instructor wrote, "I'm extremely pleased with my class at this point, and the future looks even better." A student followed a list of suggestions with:

> "The overall program is everything and more than what was expected. We have some very fine instructors who are very interested and hard-working. Everyone in the system is friendly and very willing to help. And above all there is a "happy" atmosphere in the system.
>
> I'm sure that all the other students feel the same appreciation that I do toward Adams State for initiating this program, and toward the Los Alamos school system for supporting it. "Thank you" seems hardly appropriate enough to express appreciation for this big step toward better instruction."

Respectfully Submitted,

Hazel Craker, Coordinator
Los Alamos Student Teaching Center

Adams State College
Los Alamos Student Teaching Center

Current Evaluation of the 20-Week Program
February 17, 1970

1. As you perceive the program now, what are its major strengths?

2. What problems have you encountered during the operation of the program to date? What solutions have you found? Which problems remain unsolved?

3. What suggestions do you have to offer for consideration in revision and further development of the program?

4. My part in the program is:

_____student

_____instructor

_____cooperating teacher

_____principal

_____other_____

SUMMARY OF RESPONSES

STRENGTHS OF THE PROGRAM	Students	Instructors	Administrators	Cooperating Teachers
Aids transfer of theory into practice	6	4	1	1
Value of involvement in classrooms during course work	7	3	3	
Having Practitioner-Instructors	1	2		
Individualized approach to preparation for teaching	5	1		
PROBLEMS ENCOUNTERED DURING FIRST SIX WEEKS				
None		2	3	
Inadequate communication	2	1		2
Problems of time and distance	3	2		
Problems arising from newness:				
Uncertainties	4	1		
Misunderstandings about evaluation	3			
Less individualization than expected	2			
Less student involvement in planning than expected	2			
Less involvement with children than desired	1	2		
Student procrastination in completing assignments		1		
Overload	3			
SUGGESTIONS				
More classroom involvement earlier	2	1		
More detailed advance planning; more structure	3			
Keep the program unstructured	1			
Harmonize demands of theory & practice to reduce load	1			
Make a careful evaluation in May		1		
Expand the program to include more students		1		
Make some course changes		1		

APPENDIX E

MAY EVALUATION OF PILOT PROGRAM
1970

ADAMS STATE COLLEGE
Los Alamos Center
May 11, 1970

Dear Co-worker:

As our initial experience with the Adams State College Twenty-Week Program for Student Teachers nears an end, we need the assistance of all persons who participated in it to compile an evaluative report upon which to base future planning. Please take time immediately to respond to the attached evaluation report forms and return to me at Canyon School not later than May 22. A copy of the summary report will be sent to you during the week of June 1-5. Please do not sign your name.

Some of you may feel that your experience with the program has not prepared you to respond to some items. You may omit items which seem totally unrelated to your experience. However, please do respond to every item about which you have even a vague notion or opinion.

Your participation has been greatly appreciated and your contributions to the program invaluable. Thank you.

Sincerely,

Hazel Craker, Coordinator
Los Alamos Student Teaching Center

ADAMS STATE COLLEGE

Los Alamos Center

General Evaluation of
20-week Program

My position in the program is:

____student

____instructor

____cooperating teacher

__X__administrator (sample)

Place a check mark in the column which most nearly expresses your reaction to each of the following statements.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree

	SA	A	D	SD
1. The theoretical basis for the program is satisfactory . . .	X			
2. The use of classroom teachers as instructors is an advantage of the program		X		
3. The program <u>theoretically</u> permits adequate individualization.		X		
4. Adequate individualization of instruction generally did occur.		X		
5. The <u>quantity</u> of observation opportunities was satisfactory. .		X		
6. The <u>quality</u> of observation experiences was satisfactory. . .		X		
7. The relationships between observations and course content were clear.		X		
8. The work load required per student was reasonable.				x
9. Application of course learnings in the classroom began early enough.		X		
10. The amount of involvement with children was adequate. . . .		X		
11. The connection was made clear between methods class theory and public school classroom experiences.				
12. The balance between theory and practice achieved was about right.				
13. An adequate variety of classrooms was available for observation.		X		
14. The variety of classrooms in which the student could observe was a value of the program.		X		
15. The prolonged acquaintance with the cooperating teacher and children was advantageous to the student teacher. . . .		X		

	SA	A	D	SD
16. The program permitted a satisfactory flexibility for the student in scheduling his own time.				
17. The amount of structure given to assignments was satisfactory.				
18. The coordination of assignments among different instructors was adequate.				
19. Contacts between cooperating teachers and student teachers during the first ten weeks were helpful.		X		
20. Communication among all involved persons was adequate. . .				
21. Communication among instructors was generally adequate. . .				
22. Communication between instructors and students was generally adequate.		X		
23. Communication between cooperating teachers and instructors was generally adequate.				
24. Communication between cooperating teachers and students was generally adequate.		X		
25. Having some course sessions after the beginning of student teaching proved to be of value.				
26. I was adequately involved in the overall program planning.		X		
27. Students were listened to by the staff.	X			
28. Student-staff relationships displayed mutual respect, generally.	X			
29. Students were generally eager participants in all phases of the program.	X			
30. Students responded to textbook and written assignments well.				
31. Students responded to public school classroom observation assignments well.		X		
32. Instructors had adequate preparation time for their work with the students.				

Additional Comments:

(Circle one)
Instructor-Student

Course Evaluation
20-Week Program

Course_____

I. FACTS OF COURSE
   A. Outline the concept objectives of this course as you see them:

   B. Outline the skill objectives of this course as you see them:

   C. What written assignments or out-of-class activities were required? (Items such as readings, observations, papers, micro-teaching, etc.)

II. REACTIONS TO FACTS OF COURSE --Please react to the following items by circling the appropriate answer:
   A. The concept objectives for the course were:
      1) excellent--satis.--unsatis., and 2) achieved--partially ach.--not ach.
   B. The skill objectives for the course were:
      1) excellent--satis.--unsatis., and 2) achieved--partially ach.-not ach.
   C. The extra activities for the course were:
      1) excellent--satis.--unsatis., and 2) achieved--partially ach.-not ach.
   D. Please add below any additional reactions to the course as it is.

III. SUGGESTIONS FOR IMPROVEMENT --Please state below your suggestions for improvement of the course in the areas stated:
   A. Improvements in the concept objectives:

   B. Improvements in the skill objectives:

   C. Improvements in the extra activities:

   D. Any additional suggestions for improvement: (You may use the back of this sheet.)

ADAMS STATE COLLEGE

Los Alamos Center

SUMMARY
General Evaluation of 20-week Program

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree

		(33 of 38) TOTAL			
		SA	A	D	SD
1.	The theoretical basis for the program is satisfactory. . . .	18	14		
2.	The use of classroom teachers as instructors is an advantage of the program	19	12		
3.	The program <u>theoretically</u> permits adequate individualization.	9	22		
4.	Adequate individualization of instruction generally did occur.		18	5	3
5.	The <u>quantity</u> of observation opportunities was satisfactory .	5	19	6	
6.	The <u>quality</u> of observation experiences was satisfactory. . .	3	21	7	
7.	The relationships between observations and course content were clear	1	13	10	1
8.	The work load required per student was reasonable.	1	18	6	
9.	Application of course learnings in the classroom began early enough	1	14	11	3
10.	The amount of involvement with children was adequate	4	17	7	
11.	The connection was made clear between methods class theory and public school classroom experiences.	2	8	12	
12.	The balance between theory and practice achieved was about right.	2	16	8	
13.	An adequate variety of classrooms was available for observation	4	22	4	
14.	The variety of classrooms in which the student could observe was a value of the program	7	12	2	
15.	The prolonged acquaintance with the cooperating teacher and children was advantageous to the student teacher	15	14		
16.	The program permitted a satisfactory flexibility for the student in scheduling his own time	6	16	2	1
17.	The amount of structure given to assignments was satisfactory.		17	4	
18.	The coordination of assignments among different instructors was adequate	1	8	10	2

		TOTAL			
		SA	A	D	SD
19.	Contacts between cooperating teachers and student teachers during the first ten weeks were helpful.	11	15	2	
20.	Communication among all involved persons was adequate. . . .		7	14	8
21.	Communication between instructors and students was generally adequate	3	17	6	1
22.	Communication among instructors was generally adequate . . .		8	12	2
23.	Communication between cooperating teachers and instructors was generally adequate		9	12	5
24.	Communication between cooperating teachers and students was generally adequate	8	16	1	
25.	Having some course sessions after the beginning of student teaching proved to be of value	2	12	6	2
26.	I was adequately involved in the overall program planning. .	3	14	7	1
27.	Students were listened to by the staff	5	16		2
28.	Student-staff relationships displayed mutual respect, generally.	2	22		1
29.	Students were generally eager participants in all phases of the program.	5	18	4	
30.	Students responded to textbook and written assignments well.		13	8	
31.	Students responded to public school classroom observation assignments well	7	15	2	
32.	Instructors had adequate preparation time for their work with the students.		13	8	1

EVALUATION	COURSES															
	Ed. 306		Ed. 308		Ed. 310		Ed. 333		Ed. 337		Ed. 339		Ed. 398		Ed. 440	
	I	S	I	S	I	S	I	S	I	S	I	S	I	S	I	S
Concept Objectives:																
Excellent		3		1		1		1		1		1				3
Satisfactory	2	5	1	3	1			2	1		1	1	1	3	1	3
Unsatisfactory								1								
Achieved		4		3	1	1		3		1		2	1	2		2
Partially Achieved	2	3	1	1				1	1		1			1	1	3
Not Achieved																1
Skill Objectives:																
Excellent	1	1		3		1		1	1	1		2		1		2
Satisfactory	1	4	1	1	1			2			1		1	1	1	3
Unsatisfactory		2						1								
Achieved		1		2	1	1		3	1	1		2		2	1	3
Partially Achieved	2	7	1	2				1			1		1			2
Not Achieved																
Assigned Activities:																
Excellent				2	1	1		2		1		1		2		1
Satisfactory	2	4	1	2				2	1		1	1	1	1	1	4
Unsatisfactory		1														1
Achieved		2		3	1	1		3	1	1		2	1	3	1	3
Partially Achieved	2	3	1	1				1			1					2
Not Achieved		1														1

Suggestions:

Suggestions which were general enough to apply to several courses were:
More structured, single-purpose observations
More communication between cooperating teachers and course instructors